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ABSTRACT

Experience gained from the 1973 summer teaching/training session of the Sodus Migrant Program constituted the planning core for the 1974 summer school program. In this 6 week session, 200 children (K-6) participated in individualized instructional activities and relationships focused on the program theme "Learning for Life." Academic endeavors emphasized reading and math with both pre- and posttesting. The food service, day care (preschool children), health, and teenage recreational programs of previous years were continued. A weekend camping trip was initiated under the teenage program, proving highly successful. Two pilot programs were initiated--The Parent Involvement Reading Lab and the Parent Involvement Home Program. Teachers, paraprofessionals, and parents were involved with children in the reading lab. Working with their children, parents became aware of reading methods and materials which could be utilized both at home and at school. Tested reading growth revealed 76 percent of the children had gained 1 month beyond their predicted posttest calculations; 22 percent had gained 6 months; and 4 percent had gained 11 months. The home program was designed to "reach out" to parents and children in their home environment; it involved weekly home visits and activities, a newsletter, and a weekly program evaluation. (JC)

ED100575

R E A C H I N G

O U T

1974

SODUS MIGRANT SUMMER PROGRAMS

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I

INTRODUCTION

"Continue what has been found to be working for the betterment of the children." "Enlarge and improve upon these conditions for the migratory families educational climate." Statements such as these were the basis in setting the goals of the six week 1974 Summer Programs. Sodus Central School has been providing an evolving summer school for the workers' children for many years. Sodus is a rural community receiving many migratory workers, mainly from Florida, to assist in harvesting its large investment of apples and cherries.

The prime funding agency for the Sodus Migrant Programs was the New York State Bureau of Migrant Education. Sodus Central School also is involved in an Urban/Rural School Development Program, whose goal is to "increase the academic achievement and human development of children through training of teachers, paraprofessionals, and community personnel." Added to these two agencies was the resources and assistance given by the Wayne County Cooperative Extension Service.

The planning for the 1974 Summer Programs involved these agencies to continue the successful portions of the past programs and reach out to involve more people for the improvement of the educational program for the migrant children. During the previous summer, the participants of the Migrant Summer School were involved in a concentrated teaching/training session. The experience gained from this was used as the core for planning the 1974 Summer School Program.

The thrust of the 1974 Program was still the K-6 Summer Migrant School. There were many facets of the summer school which contributed to the needs of the children. For the teachers, and the aides, an individualized relationship with the children was emphasized, not only to attain an improved academic learning environment, but to benefit the children psychologically and socially. Food services included breakfast when necessary, a morning snack, and a hot lunch. Day Care provided the necessary needs and experiences of pre-school age children. This relieved the duties and responsibilities of older brothers and sisters, and released them to work or attend the summer school program.

An important aspect of the program was the continuance of a comprehensive health program. The health program included scheduled classroom teaching, maintenance and improvement of individual health status, and general emergencies in the health center. The health program, supplemented by the cooperation of the Wayne County Rural Comprehensive Health Program, provided clinical examinations and family follow-up.

Because of its popularity with the people involved, the Teenage Program was continued. There were three main areas of activities: the Sodus Youth Center, the Sodus High School Gymnasium, and some of the migrant camps. The program was planned around recreation and photography, during the late afternoon and evening hours.

The concern for "reaching out" to the migrants was concentrated in two pilot summer programs: The Parent Involvement Reading Lab and the Parent Involvement Home Program. Teachers, paraprofessionals and parents were involved

with children in the Reading Lab. This program was basically a training program in the methods of teaching reading, in the various reading materials and in the equipment used in the teaching of reading. The assumption was that parents involved in the program would become familiar with methods used to enable children to read and, thereby, would become aware of home activities that can aid children in learning to read.

In the past, various members of the school and community have urged more involvement with parents in their homes. No program with any formal consistency was started. Through the cooperation of the Migrant School Program, the Urban/Rural School Development Program, the Wayne County Cooperative Extension Service, and the Wayne County Rural Comprehensive Health Clinic, a new approach evolved for the Summer of 1974. This was the plan to "reach out" directly to the homes with the Parent Involvement Home Program, utilizing the services of all the agencies.

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II

PARENT INVOLVEMENT HOME PROGRAM

A. OBJECTIVES

To reach out to the parents and children in their own environment and tie together the functioning of the school and community was the idea of the Parent Involvement Home Program. In school, children react differently and not as their true selves due to an environment foreign to their home grounds. Parent-teacher communication and relationships are limited. Parents may only be seen in an open house situation, class visitation, and an occasional home visitation. This program was an entirely new approach in which teachers not only would visit the homes but also would work with the families on a regularly scheduled basis, several hours at a time.

A community resource person made the initial contacts with the families. Sodus was fortunate, in this pilot project, to obtain a very personable liason person. She was able to explain the program, to describe the functions of all concerned, and to facilitate social amenities. This greatly enhanced the program's initial stages and provided the necessary support through follow-up visits. The staff consisted of: seven teachers, one who was responsible for a migrant interest newspaper, and four were part time. In addition there were two teacher aides and five student aides.

The intent of the program was to align the teachers perceptions of parents, with the parents perceptions of teachers, and thereby tie both perceptions more closely to reality. In this manner, both groups viewed each other as

allies in a common cause, to improve the education of children. The program was able to show the parents, through the teacher resource people, the educational virtue of many home activities and games. There were various community services, programs, and facilities that the migrant families were made aware of as an integral part of this program.

The participants became aware and more involved in Day Care, the Sodus Summer School, and the services of the Wayne County Comprehensive Health Clinic for dental and general health needs. Through informal talks with the teachers, parents learned of services they could obtain through agencies as the Migrant Assistance Program, Program Funding, or the Williamson Come-Unity Center for food and clothing. The teachers became resource personnel. They became highly cognizant of family needs and wanted the families to know what various resources and agencies were available.

Prior to the start of the program there was a training period followed by planning and contacting personnel. The director in setting the guidelines selected the type of personnel who evidenced personal commitments to the objectives and goals of the program. The teachers chosen had to be sensitive to the needs and life-styles of the family participants. They had to have the ability to assess themselves, develop two-way trusts with co-workers and families, be confident in their own teaching knowledge, and possess empathy toward the target group. The selection, orientation, planning and training of the staff was a vital factor in the success of this program.

Various agencies and individuals were contacted for their suggestions, help, and permission, to facilitate unneccessary program duplication. Knowledge of

various agencies was collected, summarized, and discussed with participants. Pre-session training was held which emphasized early childhood learning activities. The training also involved the theory of parent involvement, the theory of stimulation training for infants, and a workshop on "trash to treasure" learning toys. Role playing situations were performed as part of the training to visualize involvements that may be encountered in the camps and homes.

B. ACTIVITIES

The staff worked with approximately twenty families and sixty-five children in thirteen seasonal farm camps and homes. The children served, ranged in age from six months to twelve years. The program started in the late afternoon with planning and material collection sessions. Two-to-five sites were visited in the evenings from six o'clock to nine o'clock. These visits were made Monday through Thursday, with Fridays reserved for sharing experiences, training, and self-evaluation by the staff. Each family was visited at least once a week for the duration of the six week program. Occassionally, visits were made to families more than once during a week for various reasons. Families and activities were added to the program as it progressed.

A typical example of a working relationship with a family followed this pattern. Initially the community resource person would contact a family on an informal basis. She ascertained the proper apprcach to take and then explained the program. After describing the objectives and personnel involved, she set a date for a meeting with the teaching team. The teaching team was briefed as to the age of the children and any other pertinent information gathered about the family. Plans were formulated by the team for parent and

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children involvement in an educational activity.

On the date set by the liason person, the teachers introduced themselves and then approached the children and worked with them. The staff brought an abundance of material with which to work. Typically there would be paints, clay, books, plywood, various manipulative hardware, tools, pictures, paste, cloth, etc. The plan was to bring material that can be found around most homes and can be made into simple toys or learning devices for the children. For example: a pull toy for a toddler was made from a quaker oats box, a simple mobile for an infant was made from small items and string, a bean bag for older children was made from random material. The main objective of the program was to show the families not only of things they could do with readily available and inexpensive objects, but also of the underlying concepts of skill developments these materials could enhance. The staff strived to give the parents ideas of things that would stimulate their children to make them more curious and ready for learning.

Soon the parents became directly involved. They asked for material to be left with the children. At subsequent meetings the teachers could see that parent follow-up work with the children had occurred. Many parents asked if books could be left for the children. Parents were so eager to learn how they could help their children that they asked many questions.

Further information to help the family was gained through a sharing of ideas by the staff. Feedback by the community resource person proved to be extremely valuable. Teachers began to feel there was a definite improvement in the understanding of the school structure. A stronger liason developed between the Summer School and the parents.

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C. NEWSPAPER

Five editions of the Migrant Home Program newspaper News Seeker were printed and distributed during the six-week summer session. This was a four to eight page paper accomplished by a teacher/director and five student aides. It was a very good example of the type of work that can be done for special interest groups. There were articles on recreation, cooking, people, items of interest, dates for various activities, news of special services or agencies, and food "best buys." The last edition even had two pages of pictures of program participants. The following are examples from the newspaper.

A Special note to all migrants:

In an interview with a couple of the officials at the Hea.th Center, they both agreed that one of the main problems is that "Some migrants think the information required is getting a little too much into their personal life. They think we ask them such questions as how much they make, are you married, who do you live with, and where, etc,etc. just because they're migrants. This information is required of everyone, not just migrants."

CHECK IT OUT

CHECKERS TOURNAMENT

On August 6,7, and 8 a checkers tournament will be held at the Sodus High School outside at the picnic tables. Each match will be a best 2 out of 3, and once you have lost a match you are out of the tournament. Members of the Sodus School migrant program will be registering people this week. If you need a ride, let them know and which night is the best for you. The finals will be on Thursday evening August 8. A trophy will be awarded the winner. If you have not been contacted call Jim Wood at 483-4501.

ATTENTION

Anyone interested in learning to cook a dish? Nutrition classes are held at the Sodus Wayne C.A.P. on 3 Main Street. Classes are held every Thursday. See Sarah Harper for more information call 483-6132

"Cooking Contest to be Held"

On some evening between August 5-9 a picnic of "Bring Your Own Dish" will be held at school. Judges will be on hand to award a prize for the best dish. More information about this will be supplied by the Sodus Parent Involvement Staff.

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NEWS SEEKER

RAPPING with Willie

This report is of a rap session I had with Willie Cowart. He lives on Sodus Fruit Farm, but is a native of Haines City, Florida. Willie graduated in the class of '73, but hasn't decided what he wants to do. He is just working with no special interest for the time being.

Willie said it had got kind of lonely in Flori... Everyone was going away for the summer... decided to come up here and ge... some money. I asked ...dleball, ...a rough beginner exciting to ... game at all.

been ...

At the Buerman Camp

On Wednesday, July 17, Ann, Dot and many of the children learned to make God's Eyes out of sticks and yarn. Some of the older children already knew how to wrap the yarn and helped the little ones. Jack began the project of making a home made checker game. By the end of the evening, the game was in use. The children colored pictures, and several of them listened to the story What Good Luck, What Bad Luck. Sara Lynn and Freddie drew pictures to put in the newspaper! Others working during the evening were Darrell Johnson, David Barnhill, David Johnson, Francina Robinson, Ricky Robins... Rodney Barnhill, Herb Barnhill and Belinda ...

A Visit at the Thomas'

We went to the Thomas' home near Rte. 104 to visit this family which consists of Mr... Thomas, their daughters Rosie ...ed on Louise, and two sons ...urs the Center i... Cornell and ...

Medical Services

Rosi... 9:00AM to 5.00PM

Mon, Tues, Thurs, 7:00PM to 9:00PM ...s

Sat 10:00AM to 12:00...

phone: 483-9136 ...ult

Dental Services ...grades

Mon-Fri 9:00AM to ...

...Thurs, 7:00PM ...n grades

AUGUST

MOVIE

This report is on a... man. He's from Barb... native language is ... on North Geneva Ro...

I told him abou... group of moviemakers came ament and he sai... a film of teachers working cause it is his... ask him some ... man said tha... some of the camps and homes i... which few p...en were from Stanford Universit; good playe...en were working for the Urban/ other tha... a youn... his f...l Development Program which is a to th... con... program designed to fund programs that ... teachers and community members to work ...ter with the children of Sodus.

Som; of the families which were filmed were the Guerras, the Wileys, the Thomas', The Hender son's and the Humphries. Maybe someday we will be able to see this film. Who knows, maybe we have some future movie stars!

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PARENT INVOLVEMENT HOME PROGRAM

D. TEACHER EVALUATION

The following questions and answers are a compilation taken from forms that were completed by the teachers on the last day of the program.

1. *Did you feel that you had adequate time to plan and evaluate?*

Too much -	3
Too little -	0
About right -	4

2. *Was adequate time set aside to share mistakes?*

Yes -	6
No -	1
Would have preferred nightly feedback -	2
Friday's sessions very effective -	3
Too much time spent in planning (needed in the beginning, but not throughout program) -	4

3. *Were alternatives discussed and offered to correct any problems you encountered?*

Yes -	7
No -	0
Sharing sessions by open discussion important -	4

4. *Did you feel that the team approach was:*

Helpful -	7
Harmful -	0

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Ineffective - 0

Necessary part of program - 3

Very effective - 4

Sometimes a hindrance - 1

5. *Do you think your attitude about parents changed as a result of your work?*

Yes - 5

Learned more of parents' concerns - 4

Good experience - 3

6. *Do you think your attitude about seasonal farm workers and their home life has changed as a result of your work?*

Yes - 3

Personally grown - 2

A learning experience - 4

7. *Do you feel that you were able to change some parents' attitudes about teachers as a result of your work?*

Yes - 2

Slightly - 3

Not enough time to tell - 1

Hopeful that it has - 2

8. *If at all, in what ways did you grow as a teacher:*

Gained perspective of parents viewpoint - 11

More understanding - 5

In what ways did you grow as an individual:

More informed - 2

Better understanding of people - 3

Greater awareness of family situations - 3

9. *Do you feel you were successful in your work according to your personal objectives and/or of the program?*

Yes - Personal objectives - 7

Yes - Program's goals - 7

Gained greater insight - 2

Felt loss in one situation - 1

10. *In what ways would you like to see the program changed?*

All personnel should work full time - 4

Should be closer teacher, teacher aide team work - 1

Beginning time of program should be spent talking to - and getting to know parents - 4

Parents should be involved in program along with teachers - 2

There should be more preprogram training sessions - 1

11. *Would you like to work in the program if it were offered again?*

Yes - 5

Definitely - 2

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II

PARENT INVOLVEMENT HOME PROGRAM

E. PARTICIPANT PARENT EVALUATION

Questions to be asked program participants were devised at a total staff meeting on Friday of the fifth week of the program. The following answers were compiled from the completed forms. The participants were asked the questions by the community resource person at their homes. All of the participants were told they could remain anonymous and answer verbally. All of the parents insisted that they respond in writing and sign their names. Unfortunately, 5-7 families could not be interviewed because of previous commitments or because they had not been involved in the program long enough.

1. *Is what we did with your kids what you would have liked us to do?*

Yes -	14
No -	0

What are some of the things that you would have liked?

What they did was fine -	2
I like how they treated my kids -	5
I enjoyed it myself -	1
They taught the kids things they enjoyed -	5
I liked what they did -	2

2. *Did we come too early, too late, not often enough, too often?*

Not often enough -	8
Evening was a fine time -	3

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Time was right - 4

Too late - 1

3. *What did you like and what did you not like of what we did?*

Enjoyed watching children paint - 1

Would rather work with the things they brought - 4

Liked all that was done with the kids - 6

Thought it was all helpful - 2

Making the little balls and puzzles - 1

Had fun knitting - 2

4. *Would you rather have us bring something for you to do or just have you join in any work with the kids?*

Bring hand work - 1

Work with things they brought - 6

Whatever they bring is fine - 2

Bring something for me to do, I enjoy it - 5

5. *Do you think teachers' attitudes about you have changed at all?*

Yes - 4

No, I think things are the same as they have been - 4

Friendlier - 2

No, they were all very nice already - 3

All have a very nice attitude - 1

Yes, these teachers are very different from the one's in school - 1

6. *Have your attitudes about teachers changed because of the program?*

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Yes - 4

No, because I like every thing they do for my kids - 4

No, I have liked them - 1

They are nicer - 3

Yes, because they were great - 1

They were fun to have around - 1

7. *Were the teachers able to give you ideas that you could continue to use with your kids?*

Yes - 9

They gave me a lot of ideas - 2

I learned from them - 3

No, we gave the teachers ideas - 1

They were helpful - 1

No - 1

8. *Were the teachers helpful at all to you? Did you feel you helped the teachers understand your kids better?*

The teacher seemed to understand better - 1

Yes, I did help the teacher understand - 2

They were really helpful to the kids - 4

They understood them as well as I did - 1

Yes, because they were raised around white people - 1

9. *In what ways would you like to see the program changed?*

More time with one family - 1

Teach them words and colors - 1

Like to go somewhere away from the camp for the children and the parents - 1

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More adult activities - 1

Program is real great - 3

Longer and more often - 2

No change - 6

10. *How did you feel about the newspaper?*

Nothing about our camp in the paper - 1

Enjoyed reading paper - 2

I did not receive paper - 1

Get more involved in adult problems - 2

Very interesting - 1

It was good - 4

11. *If a teacher said he or she would do something, did he/she do it?*

Yes - 6

Yes, always - 2

No - 1

12. *If the program were run again, would you want to participate?*

Yes - 12

No - 0

I thought it was great for my children - 11

13. *Would you like to work in the program if it were offered again?*

Yes - 8

No - 2

II

PARENT INVOLVEMENT HOME PROGRAM

F. PERSONNEL

Jim Wood	Director
Elizabeth Herring	Community Resource
Chris DePoint	Teacher
John Joyce	Teacher
Gary Fox	Teacher/Newspaper Staff Director
Sue Miller	Teacher (½ time)
Jane Hyland	Teacher (½ time)
Priscilla Lawrence	Teacher (½ time)
Kathy Fox	Teacher (½ time)
Anitha Jackson	Teacher Aide
Mary Lee Singleton	Teacher Aide
Ken Battle	Student Aide
Tony Young	Student Aide
Curt Downing	Student Aide
Bertha Bowens	Student Aide
Sally Hines	Student Aide

Funding for the above personnel was a joint effort of the Urban/Rural School Development Program and the New York State Bureau of Migrant Education.

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III

SUMMER SCHOOL PROGRAM

As in previous years, the emphasis of the program was toward the migrant children and activities in the K-6 Summer School Program. In the summer of 1974, over 200 students took advantage of the six-week session. The program was planned for a comprehensive approach to meet the needs of children utilizing individualized instructional activities. The primary objectives were to improve the basic skills of the children in reading and mathematics. Whenever possible, real life situations and experiences were provided for the application of these skills.

The children were grouped into four teams. Each team had a team leader/teacher, two teachers, and from 3 to 5 aides. A group of unified arts teachers for art, music and physical education, worked with the teams. The staff school day lasted from 8:00 A.M. to 3:30 P.M. The teachers had an hour for team planning, five and a half hours for instruction, one half hour for lunch, and a half hour for individual planning. Within each instructional day, each team had a one hour block of time for an integrated unified arts program. This was planned jointly by the unified arts team and the regular classroom teams.

Prior to the Summer School there were three days of planning by the staff. Team leaders met with their teachers to tie-in their own particular group themes and objectives, as they related to the general program theme of "Learning for Life."

A. OBJECTIVES

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Instruction operated through a team planning approach with individual and flexible group instruction based on pre-determined diagnosis and prescription techniques in all basic skills. Diagnostic tools were developed to determine the needs of each child and to monitor his growth in reading skills. To aid and monitor the growth of the child's mathematics, each team developed and used tools in relation to basic computational and practical math skills. Commensurate with the general program theme of the summer school "Learning for Life", each team provided the children with experiential activities that emphasized a practical "real life" application of learning.

The 4, 5, and 6 year old youngsters and the staff of Team A worked toward love for each other, respect for each other, individual responsibility, better attitudes, and the knowledge that learning can be fun. Team B and its 6, 7, and 8 year old children aimed at strengthening each particular child's skills in reading and math as a basis of motivating children to accomplish other important skills.

There was an extra effort applied to gaining further knowledge of any of the childrens perceptual problems. Activities were designed to help children with learning disabilities. All of the daily activities were designed to extend the children's environment.

Developing an understanding of the children's natural and social environments was the approach taken for the 8, 9, and 10 year olds in Team C. By using natural materials in arts and crafts, academic skills were improved upon, and a built-in awareness of the students physical, social and health needs was pursued.

The approach taken by Team D with the 10, 11, and 12 year old students was to separate the day into two major components. The mornings were devoted to the teaching of academic skills in reading, math and communication. Behavior modification was stressed with the purpose of developing a positive attitude toward learning and to improve motivation. The afternoons were devoted to activities in the affective domain which related to all the areas of curriculum. Individual projects were developed that the children could complete and take home.

B. ACTIVITIES

A coordinated effort was made by the teams, the administration, the special teachers, the community, and other local agencies to meet the program objectives. Field trips were used to extend the childrens' environments. Preliminary and follow-up activities were used in each field trip. Planning involved readiness activities, language, math, art, music and health skills. The experiences and involvements were used as follow-up activities in the classroom. Local field trips of short duration were for example: nature walks in the area, visits to the firehall, seeing the process of cheese making at a local plant, and outdoor recreation at Sodus Point.

Classroom activities reflected the type and length of the field trips. A geologically oriented trip to Chimney Bluffs on Lake Ontario gave impetus to collections of nature materials, geological history, and work on relief maps. The Wayne County Extension Service in cooperation with the Fair Haven State Park initiated an outdoor recreation and education program for the children. The children had an opportunity to become involved in camping, swimming, fishing, nature study, arts and crafts. These outdoor activities were designed to further the students knowledge in practical ways of measurements and vari-

ous calculations. Symmetry, weighing, volume and area, all were worked-in with the trips.

Physical coordination and perception were emphasized, as perception affects the child's reading ability. The physical education instruction placed particular emphasis on hand, foot, and eye perception. To test and improve their perception, the children traversed through obstacle courses of a maze, walked a balance beam, walked on rungs of a ladder, bounced balls around markers, and crawled. To develop coordination and balance the trampoline was used. Games were played to show the importance of team cooperation and good sportsmanship.

Art showed the students some simple crafts that they could work on independently with a minimum of materials. Tie-dying, sand candles, and weaving resulted in the students having made their own baskets, belts, and purses. Some of the children worked with clay products, while younger children were introduced to simple color concepts, shapes, and painting techniques.

A full time school nurse teacher was employed for health and grooming instruction in the classroom, emergency care, medical check-ups, scheduling physical exams, and making home visitations. Health teaching involved individual students within the health room, as well as large group classroom instruction. The large group instruction included a vegetable study/experience, first aid commonly needed, and the importance of good grooming. Fifty-one students were screened for vision and hearing difficulties, of which 25% were referred for further remediation. Nine had significant vision problems, and the hearing problems in four warranted parent notification for further diagnosis and treatment. Doctors from the Wayne County Rural Comprehensive Health Service came

to school to conduct physical appraisals. There were 13 referrals for dental carries, 4 for ear problems, one heart murmer, and one umbilical hernia. Home visits were made to encourage the recommended medical procedures.

The Board of Cooperative Educational Services provided personnel twice a week for speech therapy and psychological services. These resources were a great assistance to the teaching staff. The Cooperative Extension Service provided dieticians who worked with students on the principles of nutritian and home-cooking.

Parents came with their children to an "Open House", during the last week of the program. Approximately 85 families visited the classrooms. The children showed them some of their accomplishments, and the parents had an opportunity to visit with the teachers.

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III

SUMMER SCHOOL PROGRAM

C. WIDE RANGE ACHIEVEMENT TEST RESULTS

To measure the overall effectiveness of the school program, in its major emphasis areas of mathematics and reading, the Wide Range Achievement Test was administered to the students. This standardized test is designed to measure growth of children over a range from pre school to college years. It is simple to administer and does not consume a great deal of time.

The Wide Range Achievement Test was administered to the students early in the first week of the school program. A predicted anticipated growth rate was computed for each student tested. At the end of the school program, six weeks later, these students were again tested. The post-test results were then compared with the predicted post-test computations in reading and mathematics. This comparison was used to gain a fair evaluation of the program's results taking into account any improvement or growth by chance.

The Summer School had 180 students for the full six weeks that were tested pre-and post. The results were grouped according to the number of years the students had been instructed in reading and mathematics. A Mean was derived from each groups pre-test, predicted post-test, and actual post-test results.

To show if the program succeeded in helping the students, a correlated t-value was calculated for the differences between the predicted post-test mean and the actual post-test results. A level of significance was then obtained from the t-value to show any influence by the program.

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WIDE RANGE ACHIEVEMENT TEST

Number of years Instructed	Subject	N	Pre-Test Mean	Predicted Post-Test Mean	Actual Post-Test Mean	t	Level of Significance
New Students	Reading	17	0.09	-	0.34	1.783	P≤.10
	Math	17	0.10	-	0.35	1.515	P≤.20
1 Year	Reading	30	0.62	0.68	0.70	0.483	None
	Math	30	1.01	1.11	1.13	0.346	None
2 Years	Reading	32	1.48	1.56	1.67	2.085	P≤.05
	Math	32	1.74	1.83	2.12	3.759	P≤.01
3 Years	Reading	17	2.12	2.21	2.16	-0.941	None
	Math	17	2.37	2.46	2.63	1.618	P≤.20
4 Years	Reading	23	2.80	2.87	3.14	3.212	P≤.01
	Math	23	2.89	2.98	3.10	1.018	None
5 Years	Reading	35	3.42	3.50	3.87	4.479	P≤.01
	Math	35	3.66	3.76	4.09	3.294	P≤.01
6 Years	Reading	15	4.25	4.32	5.13	3.153	P≤.01
	Math	15	3.87	3.96	4.35	2.430	P≤.05

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Number of years Instructed	Subject	N	Pre-Test Mean	Predicted Post-Test Mean	Actual Post-Test Mean	t	Level of Significance
7 Years	Reading	9	5.72	5.82	6.96	1.713	P≤.20
	Math	9	4.70	4.80	5.35	2.408	P≤.05
8 Years	Reading	2	7.70	7.80	9.5	1.417	None
	Math	2	5.95	6.05	7.35	3.250	P≤.20

0030

III

SUMMER SCHOOL PROGRAM

D. PERSONNEL

DIRECTOR - John Burns

Team A - 4's and 5's

Nancy Campbell - Team Leader
Jan Burnap
Fran McDowell

Team B - 6's, 7's and 8's

Beth Lawrence - Team Leader
Sandy Hamilton
Dan Fitzgerald

Team C - 8's, 9's and 10's

Bob Lawrence - Team Leader
Phil Toner
Sandy Slyck

Team D - 10's, 11's and 12's

Don MacDougall - Team Leader
Marty Brandenberger
David Titus

Special Areas

Sue Anderson	Art
Steve Farnsworth	Music
George Evangelist	Physical Education
Rudy Fritz	Special Education
Marcia Waterman	Nurse
William Doyle	Attendance Officer

AIDES

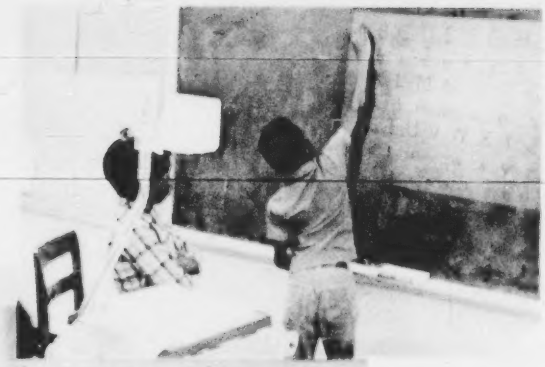
Nan De Volder
Anita Fenn
Marian Fox
Mary Hayden
Veeta Hopkins
Maryliz Jennerich
Theodore Lowery
Edna Lumley
Ruby Mercer
Betty Mulberry
Kate Nichols
Elizabeth Parker
Allean Reese
Susan Reithel
Janette Thomas
Penny Wiarda

0031

PICTURES

0032

Students



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Students

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Teachers

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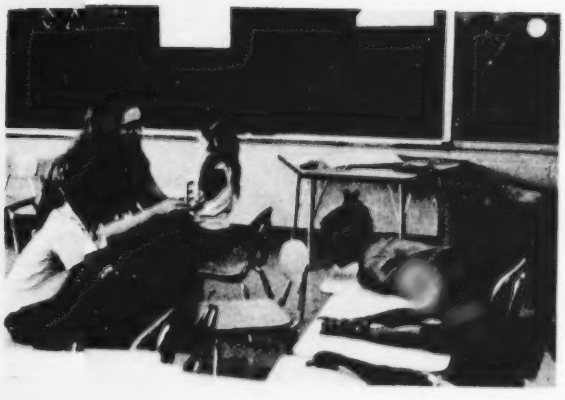
Aides



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Open House

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Field Trips

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IV

PARENT INVOLVEMENT READING LAB

Children learn to read in various ways and various approaches may be undertaken to fit their particular needs. Seven parents, six paraprofessionals, and four teachers participated in a training program to learn about the various methods used in reading. This was the six week Parent Involvement Reading Lab run simultaneously as part of the 1974 Summer School Program.

The four teachers involved with the parents and children of the Reading Lab also worked with approximately sixty children from the Summer School. These teachers diagnosed reading deficiencies and prescribed reading programs based on their diagnosis. In addition they assisted classroom teachers in diagnosing and prescribing for children who did not attend the Reading Lab.

A. PROGRAM

Instruction in the Reading Lab was through an individualized, learning center approach. Two rooms were used with an audiovisual center, a language master center, a game center, and two independent work areas. Reading skills were introduced by the teachers through the use of these direct instructional areas. Children received reinforcement of particular reading skills auditorally, visually, and tactually through games, worksheets, and task cards.

Parents involved in the Reading Lab became familiar with how children learn to read and became aware of home activities that can aid their children in learning to read. The parent accompanied their child to the Reading Lab and worked, sometimes alone and other times with the teacher, reinforcing a read-

0041

ing skill that the teacher had introduced. In many cases the parents worked with children other than their own. The parents also had the opportunity to make materials and games for home use as reading skill reinforcement.

The paraprofessionals worked with the children, the parents, and the teachers. They too, were instructed in the use of various materials and methods in teaching reading. They also participated in developing teacher made materials and games.

The teachers in the Reading Lab tried to develop an instructional plan for each child involved according to his or her learning rate and learning style. They also helped the children by providing an attractive, stimulating, and well organized learning environment.

An analysis of the results of the Wide Range Achievement Test showed that with the parents' involvement, the paraprofessionals' aid, and the teachers' planning-along with an agreeable atmosphere, the children can progress. The individual student scores revealed the reading growth of the Actual Post-Test for 76% of the children tested had extended at least one month beyond their Predicted Post-Test calculations. A further look at the test results showed that 22% of the students tested had a growth gain of six months and that 4% had a growth gain of eleven months beyond their Predicted Post-Test calculations.

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IV

PARENT INVOLVEMENT READING LAB

B. WIDE RANGE ACHIEVEMENT TEST

Years In School	Number of Students	Pre-Test Mean	Predicted Post-Test Mean	Actual Post-Test Mean
2	3	0.7	0.7	1.1
3	9	2.1	2.2	2.2
4	10	2.3	2.4	2.6
5	17	2.4	2.4	2.8
6	7	3.1	3.2	3.8
7	3	3.8	3.8	4.3

Program total t score = 6.126

Level of significance is at maximum .01

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IV

PARENT INVOLVEMENT READING LAB

C. PERSONNEL

Catherine Knapp	Teacher/Director
Michelle Rearick	Teacher
Joanne Sillman	Teacher
Michael Bastian	Teacher
Pauline Baker	Paraprofessional
Maryliz Jennerich	Paraprofessional
Marian Fox	Paraprofessional
Shirley De Volder	Paraprofessional
Linda Currington	Parent
Jessica Burns	Parent
Sally Billington	Parent
Viola Blankenburg	Parent
Sandra Enderle	Parent
Elizabeth Featherly	Parent

Funding for this program was a cooperative effort of the Urban/Rural School Development Program and the New York State Bureau of Migrant Education.

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PICTURES

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Reading Lab

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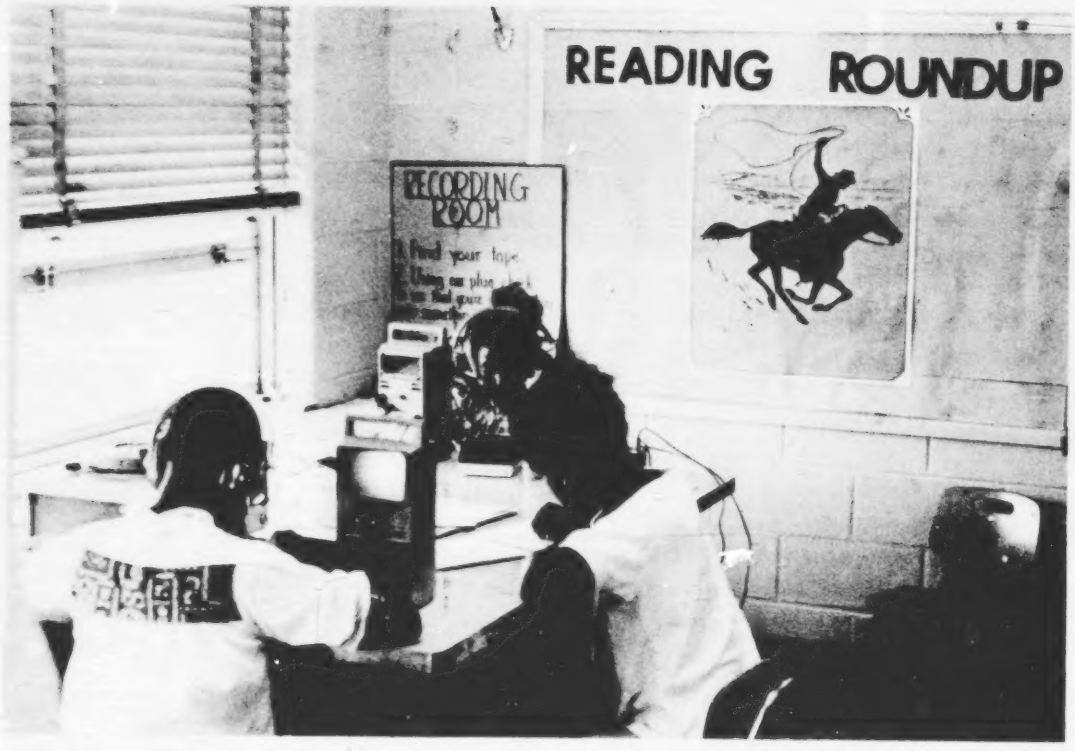

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V

TEENAGE PROGRAM

What started as a loosely constructed evening activity program for migrant recreation a couple of years ago has now grown to a well rounded Teenage Program. Two teachers and seven aides worked with the teenagers in a continuing development of achievement and competition. Additional aid in this development was provided by the Wayne County Extension Service. This program started a week later than the other Summer Programs and lasted for six weeks.

A. ACTIVITIES

The Teenage Program's purposes were to provide an afterwork variant during the evening hours. This occurred in the Migrant Camp grounds, the Sodus Jr.-Sr. High School gymnasium, and in the Sodus Youth Center. The activities were many and varied to fit the interests. Part of the program was to expose the teenagers to other opportunities that are available.

The program had a set schedule to provide varied activities for as many participants as possible. On Mondays and Wednesdays the staff seperated into three groups to conduct activities in the camps. The most popular event there that continued later at the school, was volleyball. This game provided a competitive enjoyment for teenagers and adults.

The Teenagers used the facilities of the School Gym and the Youth Center on Tuesdays and Thursdays. The activities started with basketball games in the gym. This progressed with a one-on-one basketball competition. As the interest in volleyball increased, a court was set up in the parking lot outside of

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the gym. For students not involved in these activities there were games of pool, ping-pong, softball, checkers, and chess.

An activity that was continued this year because of its past popularity was photography. The participants were provided with inexpensive instamatics and film. The film used was the cartridge type that would be processed into slides. The teenagers were able to use the cameras any time during the week.

On Fridays these photographers processed the film and mounted them for viewing. This day was also used by the staff and students to plan for the following week to evaluate what had been done, and to repair any equipment in need.

There were two new popular activities added this year. The most successful was fishing at Sodus Bay and at Fair Haven Bay. The other new activity was camping. Through the efforts of the Extension Service, an agreement was reached with State Park officials. A successful camping trip was made at the Fair Haven State Park.

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V

TEENAGE PROGRAM

B. PERSONNEL

Robert Antonucci	Teacher/Director
Michael Tari	Teacher
Jerome Howard	Aide/Recreation
Mary Zecher	Aide/Assistant Director
Lucy Hines	Aide
J.D. Pipkins	Aide
Pauline Gilley	Aide
Bill Tingue	Aide
Jimmy Lee Downing	Aide

Personnel were funded by the New York State Bureau of Migrant Education and the Wayne County Extension Service.

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